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A survey of the feasibility of developing an Adult Education Program in the town of Hollis, New Hampshire.

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A SURVEY OF THE FEASIBILITY OF
DEVELOPING AN ADULT EDUCATION PROGRAM
IN THE TOWN OF HOLLIS, NEW HAMPSHIRE

HARRIS, Jr. - 1953

A SURVEY OF THE FEASIBILITY OF
DEVELOPING AN ADULT EDUCATION PROGRAM
IN THE TOWN OF HOLLIS, NEW HAMPSHIRE

By

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A problem submitted in partial fulfillment
of the requirements for the Master of Science Degree
University of Massachusetts
May 1953

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

Purposes of the Survey--The purposes of this study are to present a survey of the desires of the residents of Hollis, New Hampshire, between the ages of eighteen and sixty-four, in regards to an Adult Education Program. The author also intends to determine if it will be feasible to develop plans to commence such a program if it is so desired by the residents of the town, based upon the returns of the questionnaires. Finally, the writer wishes to ascertain if the present school curriculum needs to be altered, based upon this survey.

Background of the Survey--In order to present this study in the fairest possible manner the author feels that it is essential to give the reader a description as to the township of Hollis and its residents followed by the objectives of the school system.

Physical Aspects--The town of Hollis, New Hampshire is located in the southern part of the state, six miles west of Nashua on Route 130. It is a township of thirty and two-thirds square miles and 19,620 acres; one lake, Silver Lake; four ponds, Flint, Rocky, Dunklee, and Pennichuck; eight brooks; the Nashua River; and four hills named Pine Hill, Flint Hill, Birch Hill, and Proctor Hill. The elevation of the area varies from approximately 186 feet to 800 feet above sea level. It is estimated, by the writer, that two

fifths of the area is cleared and is under cultivation or has buildings upon it and the remaining three fifths of the area is undeveloped land.

Public buildings, see Appendix C, include a Town Hall, Church, High School, Elementary School, Library, and Legion Hall. These buildings are listed by the author because of their potentialities as instruction centers for an Adult Education Program.

The Town Hall is a two story building erected in 1886. The lower hall is 47 feet by 48 feet, has a raised platform, blackboards, and a capacity of 255 persons. It is used for town, school, grange meetings and banquets. It has also served as a classroom for the lower grades. The upper hall is 42 feet by 47 feet and includes a stage, balcony, and basketball court.

The church has an area 35 feet by 45 feet in the basement including a small stage and fine kitchen arrangement. It is used for the Church School Band, Boy Scouts, Suppers, Woman's Club and Ladies Reading and Charitable Society meetings.

The High School is a three story building with seven classrooms and an assembly room. Included in the classrooms are a Home Economics Room and Science Laboratory. The basement of the High School is divided into two sections and, at the present time, is used for the school lunch program.

The third floor is used as a meeting place for the IOOF Lodge and Rebeckas. The two rooms measure 52 feet by 22 feet and 45 feet by 22 feet.

The Elementary School was erected in 1952 and includes six large classrooms and a utility room. The utility room serves as a cafeteria.

The Legion Hall is a two story building with upper and lower areas measuring 24 feet by 16 feet.

Outdoor areas available for public use include Nichols Field which is approximately $1 \frac{1}{2}$ acres and the Baseball Field which is approximately 5 acres. The playground area around the High School is rather limited and around the Elementary School in the process of being developed.

Vocational Aspects--Hollis is a typical small New England town located near larger industrial areas. It has been reported to the author that over fifty percent of the residents obtain their livelihood from neighboring Nashua, New Hampshire; Pepperell, Massachusetts; and Milford, New Hampshire. However, the remainder of the town depend principally upon fruit, poultry, and dairy farming.

There are several private enterprises in town, namely--two stores, two gasoline stations, a gift shop, an ice cream parlor, an antique shop, a clothes shop, a saw filing business, and several seasonal roadside stands. These businesses are very largely operated by the owners although there are opportunities for employment in two or three of them.

The only industries in Hollis are The Box Shop and Price's Saw Mill which employ between twenty and thirty men, depending on the season.

Employment in town is primarily some type of farm work. If the resident desires to become employed in one of the larger near-by areas, a more diversified field is open to him.

In the final analysis the author feels that the town should be classified as an urban-rural community.

Cultural Aspects--The cultural aspects of Hollis are rather intangible, as might be suspected. The town supports and maintains a well equipped library, supplemented by the state bookmobile, a newly dedicated elementary school, a high school, and a church.

Many organizations such as, the Woman's Club, organized in 1906, the Ladies Reading and Charitable Society founded in 1857, Church School Band, and Forum have been guiding the town in cultural activities for a great number of years.

The results of a study of the Hollis School¹, made in 1948, shows that a large percentage of the high school graduates go on to higher educational schools. 32% of Hollis students completing the eighth grade have received more than High School education, as compared to 13% for the State. The New England Pilot Project For Work With Young Men and Women².

1. Davis, et al. An Appraisal of the Hollis, N. H. School System

2. See Appendix B.

1948.

shows that 21% of the residents between ages 15-30 have some college study.

The Church School Band develops an appreciation for band music, meets once a week and presents summer concerts.

The nearness of the Nashua Community Concert, which is well attended by Hollis residents, and presents four concerts per year, also develops music appreciation.

Type of Adult Education Now Offered--At the present time the United States Department of Agriculture Extension Service is offering a course in Sewing for the interested ladies of Hollis. The class is composed of two groups, beginning sewers and advanced sewers, and has been in operation for two months. The class meets once a week, purchase their own materials, and make a small charge for the rental of the space which they use. There are 22 interested women taking part in the project.

The author uses the word, project, instead of, course, because attendance is voluntary, the charge is small, and informality and interest are the keynotes for its success.

Other Programs planned by the Home Demonstration Agent, Mrs. Eleanor G. Gifford, are as follows: Refinishing Furniture and Outdoor Cookery.

Past Adult Education Opportunities--There have been other Programs in the past on Landscaping, Child Development and Rug Hooking sponsored by the Extension Service.

During World War II there was a Canning School established in the basement of the High School. The United States Government provided the necessary equipment such as steam jacketed kettles and can sealers. This seemed to be a community affair with many interested women and families taking part.

At one time the Hollis High School included an Agricultural Department. While courses were offered in this area, an informal Shop Course was operated during the evenings for interested farmers and parents.

Objectives of the Schools--Historically the "School Squadrons"³ of Hollis were established in 1761⁴ and consisted of at least 8 one room grade or grammar schools situated at various sites throughout the township. This system was used until 1805⁵ when the School District was established by a General Court act. There were 14 district schools at this time. A high school was erected in 1877 and the district schools were consolidated into one building which was located in the center of town. In 1952 the town erected a modern elementary building for grades one through six. Grades seven through twelve remained at the Central School or High School.

3. Worcester, S. T. History of Hollis, N. H. 1730-1879
pp. 102-108

4. Ibid p. 105

5. Ibid pp. 74-6

The teaching staff has gradually been increased as the system grew. At the present time it consists of eleven full time teachers and two part time teachers, namely for art and music.

In order to determine if any relationship exists between the Aims of Adult Education as listed by Mueller⁶:

- A. Furtherance of the democratic ideal.
- B. Imparting information and increasing the store of knowledge.
- C. Developing the ability to think clearly, both individually and cooperatively.
- D. Stimulating a desire for further study and giving suggestions for carrying it on.
- E. Developing worthy appreciations and leisure-time activities.
- F. Providing knowledge and training that will lead to vocational success and efficiency.
- G. Helping the adult illiterate to attain literacy and to a higher standard of living.
- H. Assimilation of the adult immigrant.

and the objectives of grades 1-12 of the Hollis schools, the writer has included the following objectives which are based upon interviews with members of the school staff.

Grade One is considered by many of the parents, school personnel, and officials as probably the most important grade in the elementary school because of the many factors involved in being certain that the child entering school for the first time will have every opportunity of making a successful start.

The objectives of Grade One as enumerated by the present teacher, Mrs. Pauline Joslin, are as follows:

6. Mueller, A. D. Principles and Methods in Adult Education.
New York: Prentice-Hall, Inc. 1937 pp. 26-32

A. Fostering of desirable attitudes.

1. Successful adjustment to school and community living.
2. To promote social and emotional growth.
3. To promote a sense of security and adequacy.
4. To diagnose individual abilities. (physical, mental, emotional and social)

B. Establishing foundations of good habits

1. Effective work habits.
2. A sense of personal responsibility for achievement.

C. Development of basic skills.

1. Developing a good background for reading comprehension.
2. To promote language growth.
3. To build concepts of number and letter forms.
4. To develop an appreciation of primary art and music.

D. Refinement of basic skills.

1. Development of reading readiness
2. Stimulation of keen interest in reading activities.
3. To teach pupils to read independently and intelligently.
4. To teach pupils to read critically.

The Second Grade is considered as the second stage or step in the primary education of the child. Basically it is probably a continuation of the first grade or a grade in which the child is given further training in the development of the basic principles of education.

The objectives of Grade Two as set forth by Mrs. Vern Ells, the present teacher, are as follows:

1. That each child may have a basic understanding of number facts and counting, enlarged from what they learned as first graders to include numbers past 20 and up to 100.
2. That each child has background of combinations so he can add and take away with ease and accuracy.
3. That each child may have a working everyday knowledge of number concepts used in telling time and value of money.
4. That each child may read with ease and comprehension according to his ability and have the basic knowledge of word attack necessary to read independently for fun or knowledge.
5. That each child have tools at hand for self expression in various areas. That he know enough words to write easily about everyday events in a legible manner.
6. That each child may have developed worthy social attitudes of good citizenship, cooperation, and neighborliness. That he has a feeling of community responsibility and the skills to become a good citizen.
7. That each child be alert to changes in the world about him, seasonally, know somewhat of why there is change and how plants and animals respond.
8. That children know sources of basic needs of people and how they are supplied.
9. To teach manuscript writing.

The Third Grade is considered as the last step in the primary training of the child or the final training area before the pupil enters the intermediate grades.

The objectives as enumerated by Mrs. Lester Perham, the present teacher, are as follows.

A. Arithmetic

1. To teach the necessary skills in computation.
2. To develop the ability to communicate number ideas and express them in quantitative terms.
3. To develop the ability to think quantitatively, to judge situations involving quantities and to estimate in terms of quantities.
4. To teach skills necessary for problem solving.

B. Reading

1. Provide strong motives for reading.
2. Stimulating growth in comprehension.
3. Train pupils to read for specific purposes.
4. Promoting growth in accuracy.
5. Improve oral interpretation.
6. Increase span and rate of recognition.

C. Social Studies

1. Teach the pupil more about things with which he is somewhat familiar--clothing, food, and shelter.
2. To lay the foundation for future citizenship.

D. Penmanship

1. To teach cursive writing.
2. To develop a basic knowledge of joined handwriting.

E. Language

1. To develop a knowledge of basic letter writing.
2. To develop oral and written reports abilities.
3. To develop an interest in poetry.

Grade Four is considered the transition stage for the

pupils as they pass from the primary to intermediate grades.

The objectives as set forth by the teacher, Mrs. Doris Lavalley, are as follows:

1. To practice simple basic democratic procedures in the classroom.
2. To develop leadership and self-confidence through actual participation. (Leading morning exercises, etc.)
3. To learn the importance of cooperation in the classroom as well as on the playground.
4. To master basic skills in fundamentals, Use of Index, Table of Contents, Map reading, etc.
5. To experience creative expression in art, literature, and various phases of handwork.

The Fifth Grade seems to be considered as the middle step of the intermediate grades. It is concerned with such aspects of the pupil's education as citizenship, critical and logical thinking, social studies, language, and arithmetic.

The general objectives as set forth by Miss Hazel Greenwood, the present teacher, are as follows:

- A. The development of effective human relations and processes in the classroom.
 1. Cooperation.
 2. Acceptance of responsibility.
 3. Helpfulness.
 4. Concern for others.
- B. Providing for learning situations to encourage each individual to work up to his ability not to his neighbor's achievement.
- C. Arrange opportunity for class participation in planning the day's program including an evaluation period at the end of the day.

D. Enrich the child's reading and increase his ability through carefully planned and applied techniques.

1. Word recognition.

2. Effective oral reading

3. Comprehensive silent reading.

E. Develop an understanding of our earth, its people, and of the interdependence upon each other.

The Sixth and final elementary grade is considered by many as the final step in the intermediate grades. It is the grade in which the elementary and intermediate objectives for the child should be crystallizing before his entry into the junior high school.

The objectives of this grade as set forth by Mrs. Francis Denault, the present teacher, are as follows:

1. To teach tolerance and respect for individuals.
2. To inspire a willingness to cooperate effectively with classmates, assist in group planning and assume share of responsibility.
3. To encourage self-reliance and careful workmanship.
4. To widen scope in thinking and interests developing ability to exercise judgment.
5. To train pupils to apply their learning and skills to class activities.
6. To teach pupils how to express ideas in a simple, clear interesting manner, verbally as well as written, and to support generalizations with facts.
7. To enrich experiences through wide reading, using reading as an effective study tool.
8. To develop independent use of encyclopedias and reference materials making adaptations in materials to relieve strain on slow pupils and to increase learning efficiency.

9. To develop an appreciation of the beautiful in nature, literature, music and art.

The Seventh and Eighth grades of the Hollis District are commonly referred to as the Junior High, but this name is probably incorrect because the Ninth grade is considered a part of the High School. Grades seven through twelve are housed in a three-storied, wooden building located in the center of town and called Hollis High School.

The pupils entering the seventh and eighth grades are instructed in the majority of their subjects by Mr. Henry Bremner. They also have courses with three other teachers-- Miss Olive Marshall, Mrs. Richard Coleman, and the writer, and so the following general objectives are based on a consensus of opinion by these teachers.

A. English

1. To develop better communication.
2. To develop a fuller knowledge of better writing.
3. To develop an appreciation for more wholesome reading habits and materials.

B. Mathematics

1. To develop an understanding as it applies to everyday living.
2. To develop speed and accuracy in the four fundamentals.
3. To develop an interest in higher mathematics.

C. Social Studies

1. To acquaint the pupils with the formation of our government and its workings to the present day. (basic principles)

2. To develop a geographic knowledge of the present day world.
3. To see how each country fits into the present day picture--economically and politically.

D. Science

1. To develop an interest in general science.
2. To acquaint the pupils with the basic fundamental theories of science.
3. To develop a knowledge of correct laboratory practices.

E. Home Economics

1. To develop appreciation and understanding of worthy home membership.
2. To train girls to be successful home makers.

F. Music and Art

1. To develop an understanding of the basic arts.
2. To create a participatory interest in the basic arts.

The High School Objectives were arrived at by a meeting of the staff which includes Mr. Henry L. Bremner, teacher of Sociology and Consumer Buying; Mrs. Richard A. Coleman, teacher of Home Economics courses and Biology; the author, teacher of Mathematics and Sciences; Miss Olive H. Marshall, teacher of Social Studies, Business, and Algebra; and Miss Pearl C. Rideout, teacher of English and Foreign Languages.

It was the consensus of opinion that the following general objectives are the aims of Hollis High School.

- A. To develop the pupils to be responsible citizens of the home, community, state, and nation.

- B. To develop the essentials of good English.
- C. To develop an understanding of the basic laws and principles of science.
- D. To develop a knowledge of the fundamentals and working knowledge of foreign languages.
- E. To develop the essentials of good sportsmanship.
- F. To provide an adequate guidance program for the students.
- G. To develop an understnading of secondary Mathematics.
- H. To develop a knowledge of the fundamentals of Home Economics.
- I. To create an interest in the pupil's spiritual growth.
- J. To develop an interest in leisure time activities.
- K. To develop self-discipline and cooperation in the pupil.
- L. To develop group and individual participation in school activities.
- M. To develop a broad divisified knowledge.
- N. To sum up the general techniques of the past four years' training of the arts and to broaden the scope of particiaption.

The School Board Aims and Philosophies as developed during an interview with Mrs. Alan Orde, School Board Chairman, were as follows:

- A. To provide as complete an education for the pupils as the town is financially able to accomplish.
- B. To act as a public relations agent between the pupils, teachers, and citizens of the community.
- C. To assist in the development of the school curriculum.

- D. To endeavor to remain in close contact with the operation of the schools by personal visits and interviews with the parents, teachers, and pupils.
- E. To maintain and operate the schools in keeping with the state's legislative requirements.
- F. To work with the superintendent in the procurement of the best qualified teachers for the pupils of the community.
- G. To maintain an attitude of flexibility in regards to the operation of the schools.

Comparison of School Objectives and Adult Education Aims--

The Adult Education Aims and School Objectives as listed in this chapter seem to coincide very closely except for the last two aims⁷ namely:

- A. Helping the adult illiterate to attain literacy and to a higher standard of living.
- B. Assimilation of the adult immigrant.

Since Hollis is a small town, probably there is no reason for the schools to be concerned with the latter two aims. It seems that these aims would be more closely associated with Adult Education Programs in larger areas.

In the final analysis, the author feels that the program of the Hollis schools is very well developed. The Objectives of the Schools appear to overlap in the various grade levels but that would be necessary in order to add continuity to any school program.

7. Mueller, A. D. Principles and Methods in Adult Education.
New York: Prentice-Hall, Inc. 1937 pp. 26-32

CHAPTER II

METHOD OF PROCEDURE

CHAPTER II

METHOD OF PROCEDURE

The Problem Defined--The author has attempted to conduct a Survey of the Feasibility of Developing an Adult Education Program in the Town of Hollis, New Hampshire. He has tried to develop a questionnaire in order to aid him in completing the study. Personal interviews with School Board members, Superintendent, and Teachers have supplemented the questionnaires.

De-limitations of the Survey--Due to the enormity of the field of Adult Education and the length of time for this study, the writer did not attempt to solve the many problems involved in establishing an Adult Education Program. The author did conduct a survey of the town of Hollis, New Hampshire, but did not compare the findings with other programs because of the huge number of Adult Programs¹. involved. The results of this study will not determine in what order the courses will be given if a program is established. However, the study will indicate the courses preferred by the residents. The author will not attempt to develop any plans for the financing of an Adult Education Program because of the wide variance of methods used.².

-
1. Kempfer, Homer and Wright, Grace S., 100 Evening Schools.
F. S. A. Washington D. C. Bulletin 1949, No. 4 p. v
 2. Kempfer, Homer and Wood, William R. Financing Adult Education. F. S. A. Washington, D. C. Bulletin 1952
No. 8

The writer also did not attempt to develop or establish any of the aims of Adult Education because this phase of the subject has been very ably set forth by prominent authors.³

Materials and Subjects--The residents of Hollis, New Hampshire between the ages of eighteen and sixty-four, Town Voting List, School Card Records, and The New England Pilot Project Census List.

The Development of the Questionnaire--See Appendix A.

Due to the large scope of the field of Adult Education, the author investigated the courses offered by the state departments of education by the following states: New York, Massachusetts, Connecticut, and New Hampshire. After careful study of these courses of study and consideration of the residents of Hollis and the school system, the writer selected nine major fields of Adult Education from which the citizens could select or add. These fields were: Business Administration, Photography and Allied Fields, Commercial, Home Economics, Engineering, Vocational Agriculture, Arts and Crafts, English and Allied Fields, and Miscellaneous. It is very probable that the choice of these major fields of Adult Education could be increased, but since Hollis is largely an urban-rural community, the author felt that these selections would give a wide choice to the residents and appeal to the majority.

3. Mueller, A. D. Principles and Methods in Adult Education.
New York: Prentice-Hall, Inc. 1937 pp. 18-36

Once the major fields of Adult Education were established, it became necessary to break them down into specific courses. This was accomplished by careful study of the state courses of study.

In order to make the questionnaire complete, the author has included the other parts of the questionnaire. A short letter explaining the purpose of the questionnaire was included in order to eliminate the possibility of its being misunderstood. The field of endeavor for those residents who had attended Vocational or Technical Schools or who had pursued a college course of study was added. Question number three, "Do you think additional education would benefit you at this time?" was placed in the questionnaire in order to give the author a clear indication of the percentage of citizens that favored it and those who did not favor it.

Question number five was included to determine the primary reason or reasons why the majority of the residents desired additional education.⁴

The purpose of question number six was to ascertain the time of year, by seasonal months, that seemed to be chosen by the majority of the persons completing the questionnaires.

4. Klein, Paul E. & Moffitt Ruth E. Counselling Techniques in Adult Education. New York: McGraw-Hill Book Company, Inc. 1946 p. 69

Question number seven had a two-fold purpose of giving the writer an indication as to how the residents felt about the costs that would be involved if such an Adult Education Program should become a reality and also to place the subject of cost directly before the citizens of Hollis.

Method Of Procedure--Upon the completion of the development and mimeographing of the questionnaire the writer had to determine the method by which it would be distributed. Since the subjects of the survey were to be the residents of Hollis between the ages of eighteen and sixty-four, the author consulted the 1950 Federal Census Report; the Voting List, see Appendices D and E; Mrs. Arthur H. Rice, the Town Treasurer; and the New England Pilot Project's Census List⁵; in order to determine who these individuals were and where they resided.

Many of the residents are known by the writer, but the method by which they could best be approached seemed to be paramount to the success of this survey. The author felt that, whenever possible, it would be best to use a personal approach in order to explain the purpose of the survey to forestall any incorrect assumptions that might be made by a person receiving the questionnaire without any explanation. Therefore, the writer made arrangements to attend as

5. The New England Pilot Project Census List as of March 1951 (ages 15-30)

many organization meetings as possible and distribute the questionnaires to the members with an explanation as to its purpose. However, there was an overlapping of members in the organizations and **also** a number of residents who did not attend these meetings, possibly because they do not belong to them. Thus the writer had to contact these remaining people in some other manner--either via the mails or through some personal acquaintance. A total of 700 questionnaires were distributed by the methods described above and a total of 407 were returned to give a 58.14 percentage of return. The results of the questionnaire are found in Chapter III.

CHAPTER III

SUMMARY OF QUESTIONNAIRE RETURNS

CHAPTER III

SUMMARY OF QUESTIONNAIRE RETURNS

Interpretation of the Questionnaire Returns--The author had several primary questions in mind when he interpreted the returned questionnaires--namely:

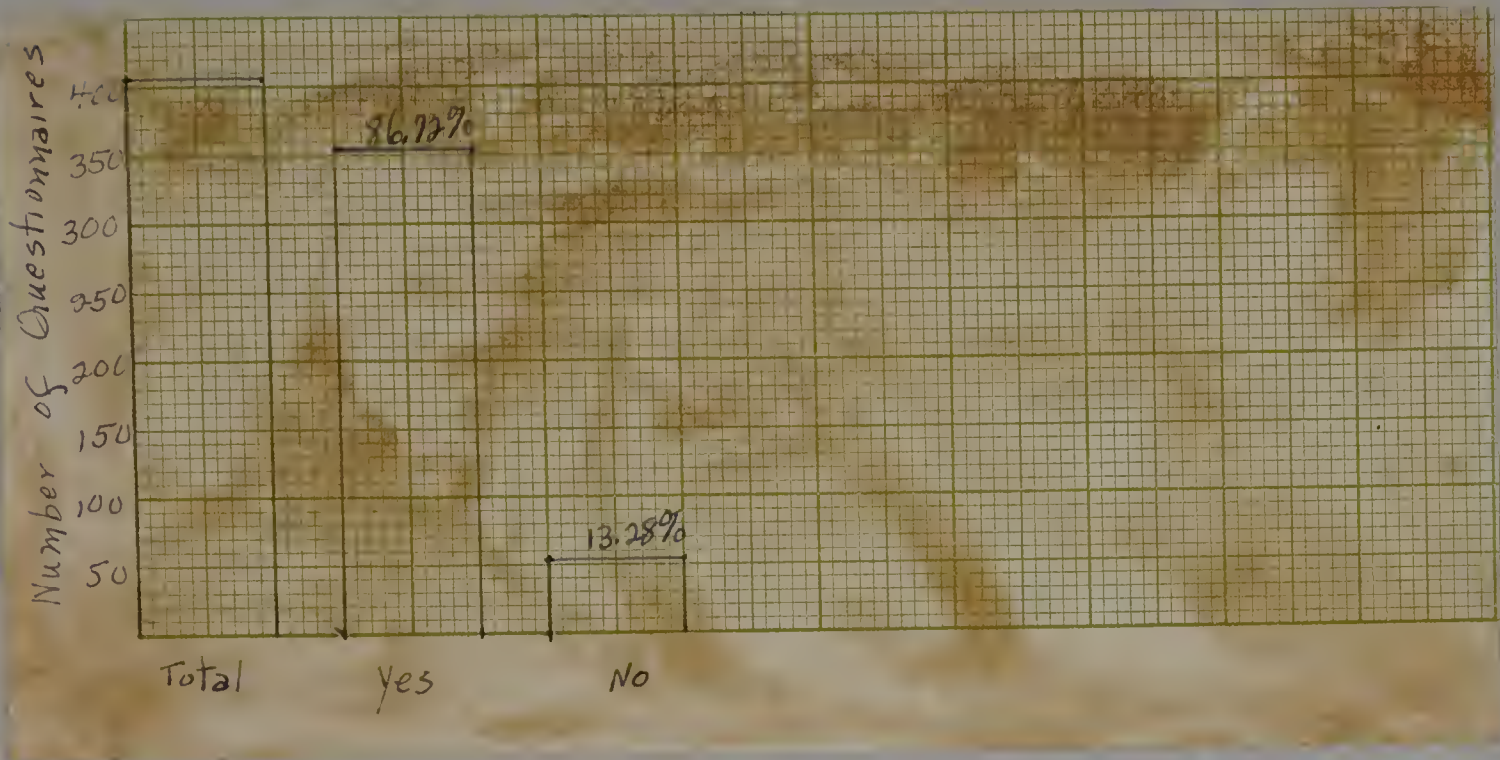
- A. Are the majority of the residents in favor or opposed to additional education?
- B. What are the major fields of interest?
- C. What was the major reason for desiring additional education?
- D. When did the residents wish to have the courses?
- E. Who should pay for this instruction?

Secondary Questions were:

- A. What was the education pattern of people completing the questionnaires?
- B. What specific courses do the residents most desire?

Results of Questionnaires Favoring Or Opposing Additional Education--In order to show the percentage of residents favoring additional education as to those opposed, GRAPH No.1 is shown on the following page.

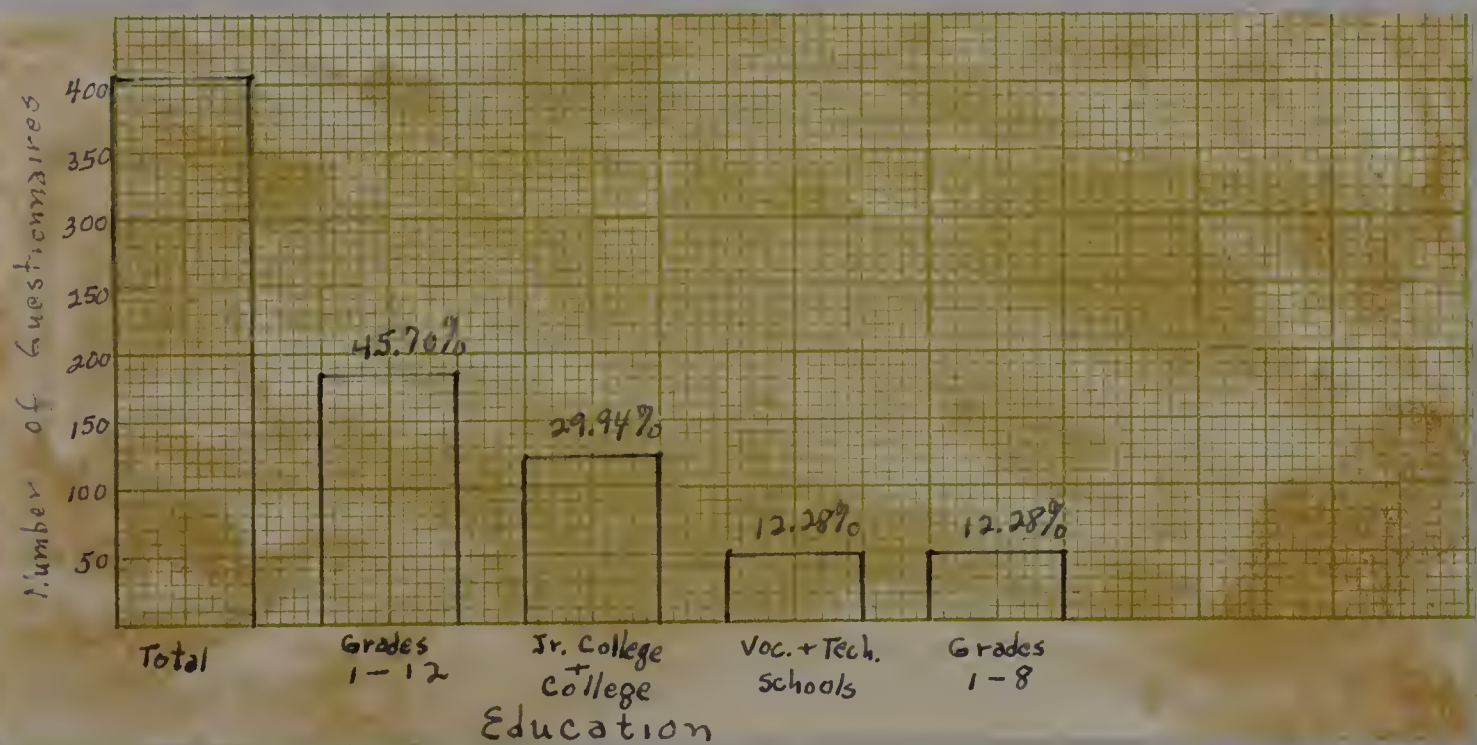
From GRAPH No. 1 it can be determined that 86.72% of the residents who returned questionnaires favored additional education and 13.28% did not. It seems that 86.72% is high based on the fact that there was a 58.14% return of the 700 questionnaires and that 86.72% of those questionnaires favored additional education.



GRAPH NO. 1

Returns Favoring and Opposing Additional Education

Education Pattern--As a possible explanation of why such a high percentage favored additional education GRAPH NO. 2 is shown below.



GRAPH NO. 2

Education Pattern

From GRAPH NO. 2 it can be seen that returned questionnaires show the following education percentages. High school graduates 45.70%, junior college and college 29.74%, vocational and technical school 12.28%, and grades one through eight 12.28%. 75.44% of the returned questionnaires showed that those residents had graduated from high school or had continued their education beyond high school. When the 12.28% for vocational and technical schools is added to the 75.44%, it shows that 87.72% have had education beyond grade eight. This percentage coincides very closely with the 86.72% from GRAPH NO. 1 that favored additional education, and so the author feels that the two results from these questions are related to each other.

Major Fields of Educational Interest--In order to show the major fields of educational interest, as determined by the author, from the returned questionnaires GRAPH NO. 3 is shown on the following page.

From GRAPH NO. 3 it can be determined that the returns of the questionnaires show an interest in the following fields.

- | | |
|---------------------------------|--|
| 1. (g)--ARTS & CRAFTS | 6. (h)--ENGLISH & ALLIED FIELDS |
| 2. (i)--MISCELLANEOUS | 7. (f)--VOCATIONAL AGRICULTURE |
| 3. (d)--HOME ECONOMICS | 8. (e)--ENGINEERING |
| 4. (c)--COMMERCIAL | 9. (b)--PHOTOGRAPHY &
ALLIED FIELDS |
| 5. (a)--BUSINESS ADMINISTRATION | |



GRAPH NO. 3

Major Fields of Interest

- | | |
|--------------------------------|----------------------------|
| a) Business Administration | f) Vocational Agriculture |
| b) Photography & Allied Fields | g) Arts and Crafts |
| c) Commercial | h) English & Allied Fields |
| d) Home Economics | i) Miscellaneous |
| e) Engineering | |

It seems pertinent to draw attention to the fact that residents completing questionnaires have indicated more interest in five of the fields than the others. Those major areas are respectively, Arts and Crafts, Miscellaneous, Home Economics and Commercial and Business Administration. Probably the main reason for the choice of these areas was because there were 223 questionnaires returned by women and 184 questionnaires returned by men. However, interest has been expressed in all of the Major Fields. Therefore, it seems that in order to offer a program which would appeal to the greatest number of the residents, courses in the other four major areas--Vocational Agriculture, English and Allied Fields, Engineering, and Photography and Allied Fields should

be considered. Such a policy by the person or persons directing the program would insure the residents of a wide choice of subjects and should provide a more complete program.

Major Area Results--In order to determine the respectively chosen specific courses in the major areas, TABLE I is shown below.

TABLE I

Specific Courses Desired in Major Areas

Arts & Crafts	Number of Times Checked
1. Refinishing & Restoring Furniture	71
2. Hooking Rugs	54
3. Decorative Painting	43
4. Pottery Making (Ceramics)	42
5. Wood Working & Braiding Rugs	41
6. Jewelry Making & Engraving	36
7. Antique Recognition	29
8. Upholstering	28
9. Metal Working	22
10. Caning of Chairs	15
11. Rug Weaving & Textile Weaving	12
12. Coin Recognition	11
12. Leather Working	11
13. Basket Weaving	5
<u>Miscellaneous</u>	
1. Landscaping	53
2. Music Appreciation	43
3. Child Training	38
4. Floral Design	37
5. Rockgardenening	32
6. Art Appreciation	23
7. Fly Tying & Rod Repairing	19
8. Skiing	18
9. Driver Education	16
10. Handling Firearms	15
11. Swimming	6

TABLE I (continued)

<u>Home Economics</u>		<u>Times Checked</u>	<u>Commercial</u>		<u>Times Checked</u>
1. Sewing		65	1. Typing		38
2. Cooking		56	2. Bookkeeping		34
3. Meal Planning		45	3. Income Tax		32
4. Freezing (Home)		39	4. Budgeting		
5. Dress Designing		35	a) Personal		
6. Nutrition		19	Accounts		27
7. Fabric Study		18	5. b) Farm Accounts		17
8. Canning		17	6. Stenography		13
9. Home Meat Cutting		12	7. Budgeting		
			Housekeeping		
			Accounts		10
<u>Engineering</u>			<u>Business Administration</u>		
1. House Wiring		32	1. Business		
2. Mechanics		23	Management		54
3. Mechanical Drawing		12	2. Accounting		41
4. Mechanical Engineering		11	3. Farm Management		28
5. Rural Installations		6	4. Home Management		26
6. Metal		5			
7. Aeronautics		4			
8. Hydraulics		3			
<u>Photography</u>			<u>English & Allied Fields</u>		
1. Amateur		27	1. Current Events		40
2. Home Films		9	2. Public Speaking		34
3. Audio Visual		2	3. Great Books		33
4. Commercial		1	4. Foreign Languages		17
			5. Drama		16
			6. Debating		5
<u>Vocational Agriculture</u>			<u>Number of Times Checked</u>		
1. Soil Conservation					29
2. Dairying					25
3. Poultry					24
4. Tree Farming					20
5. Irrigation					19
6. Tree Pruning					18
7. Market Gardening					14
8. Horse Care & Handling					5
9. Fair Judging					2

From TABLE I it is possible to determine the exact number of times a course was chosen. The Major Areas or Fields are listed in the order of preference. The courses

are also arranged in their order of preference as found in the analysis of the questionnaire returns by the author. Each course in the Field is listed in order to give the reader a complete understanding of the results. Each Area has at least one course which seemed to be preferred more than the others making up the choices.

Write-in courses or those inserted in "other" spaces of the questionnaire were as follows: Grandchild Training, Knitting, Geology, Welding, Nature Study, Hiking, Trimmastics, Nursing, First Aid, Sociology, Psychology, Oil and Water Painting, Greenhouse, Hairdressing Packaging, Technical Report Writing, Elementary School Education, Marketing Milk, Milk Room Equipment, Sheep Raising, Gas Engines, Steam Engines, Diesel Engines, Radio Theory, Civil Engineering, State Laws (right of way, etc.), Photo Engraving, Home Decoration, Tailoring, Restaurant Management, Commercial Law, Economics, Foreign Trade, Short Hand, Business English, Time Study, and Municipal Government. However, these courses only had one or two checks per course, but it does show that there is interest in courses other than the ones listed on the questionnaire.

Specific Courses--To present the reader with a more complete knowledge of the order in which the Specific Courses were chosen regardless of the Major Area, TABLE II is shown on the next page.

TABLE II

Summary of Specific Courses

Course	Times Checked (20 or over)	Course	Times Checked (20 or over)
1. Refinishing & Restoring Furniture	71	15. Dress Design	35
2. Sewing	65	16. Bookkeeping	34
3. Cooking	56	16. Public Speaking	34
4. Hooking Rugs	54	17. Great Books	33
4. Business Management	54	18. House Wiring	32
5. Landscaping	53	18. Rockgardening	32
6. Meal Planning	45	18. Income Tax	32
7. Music Appreciation	43	19. Antique Recognition	29
7. Decorative Painting	43	19. Soil Conservation	29
8. Pottery Making (Ceramics)	42	20. Upholstering	28
9. Accounting	41	20. Farm Management	28
9. Wood Working	41	21. Budgeting Pers. Accts.	27
9. Braiding Rugs	41	21. Photography--Amateur	27
10. Current Events	40	22. Home Management	26
11. Freezing (Home)	39	23. Dairying	25
12. Typing	38	24. Poultry	24
13. Floral Design	37	25. Mechanics	23
14. Jewelry Making & Engraving	36	25. Art Appreciation	23
		26. Metal Working	22
		27. Tree Farming	20

From TABLE II it is possible to determine the exact number of times a course was checked. The author listed only the courses which received twenty or more checks because he felt that, if a course was checked at least twenty times, it was a fair indication that there was probably sufficient interest in that particular course to warrant its success if it should be offered in some future program.

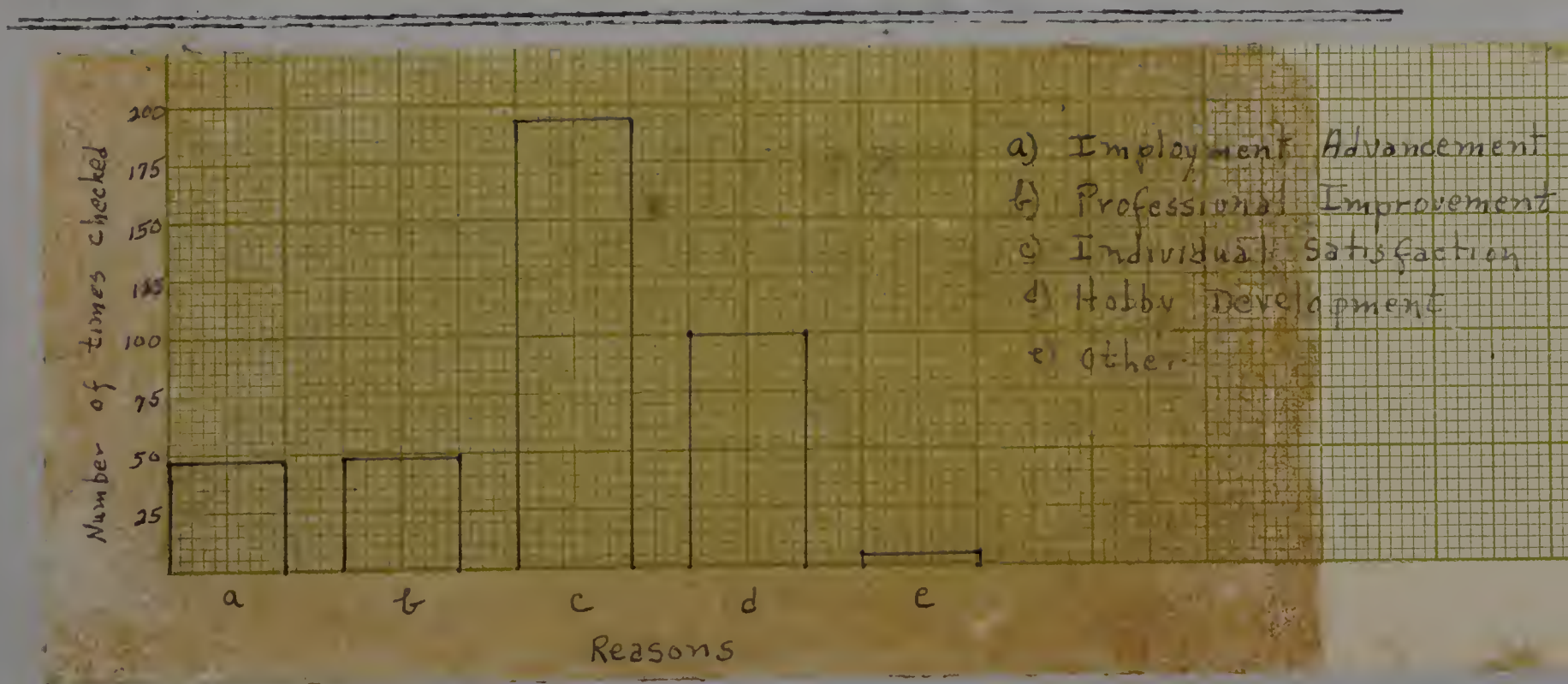
The author feels that the interpretation of the results, as shown in TABLE II, are only an indication of interest .

and should not be interpreted as meaning, for example, if a course in Refinishing and Restoring Furniture were offered, 71 persons would necessarily sign up to take the course. There are such items as the time of year, day of the week, and time of the day to be considered before any actual enrollment list could be made.

An additional observation derived from TABLE II is that interest was shown in 39 of the courses as they were listed in the questionnaire.

Reason for Additional Education--Another Primary Question which the author wished to answer was to determine the major reason why the residents of Hollis, New Hampshire desired additional education.

To show the results, as determined by the author, GRAPH NO. 4 is shown below.



GRAPH NO. 4

Reasons for Additional Education

From GRAPH NO. 4 it is possible to determine the order which the people completing questionnaires gave for desiring additional education.

They were as follows:

- 1.--(c) Individual Satisfaction
- 2.--(d) Hobby Development
- 3.--(b) Professional Improvement
- 4.--(a) Employment Advancement
- 5.--(e) Other

Time of Year--GRAPH NO. 5, shown below, gives an indication as to when the residents, completing the questionnaires, believed they would prefer the Program.



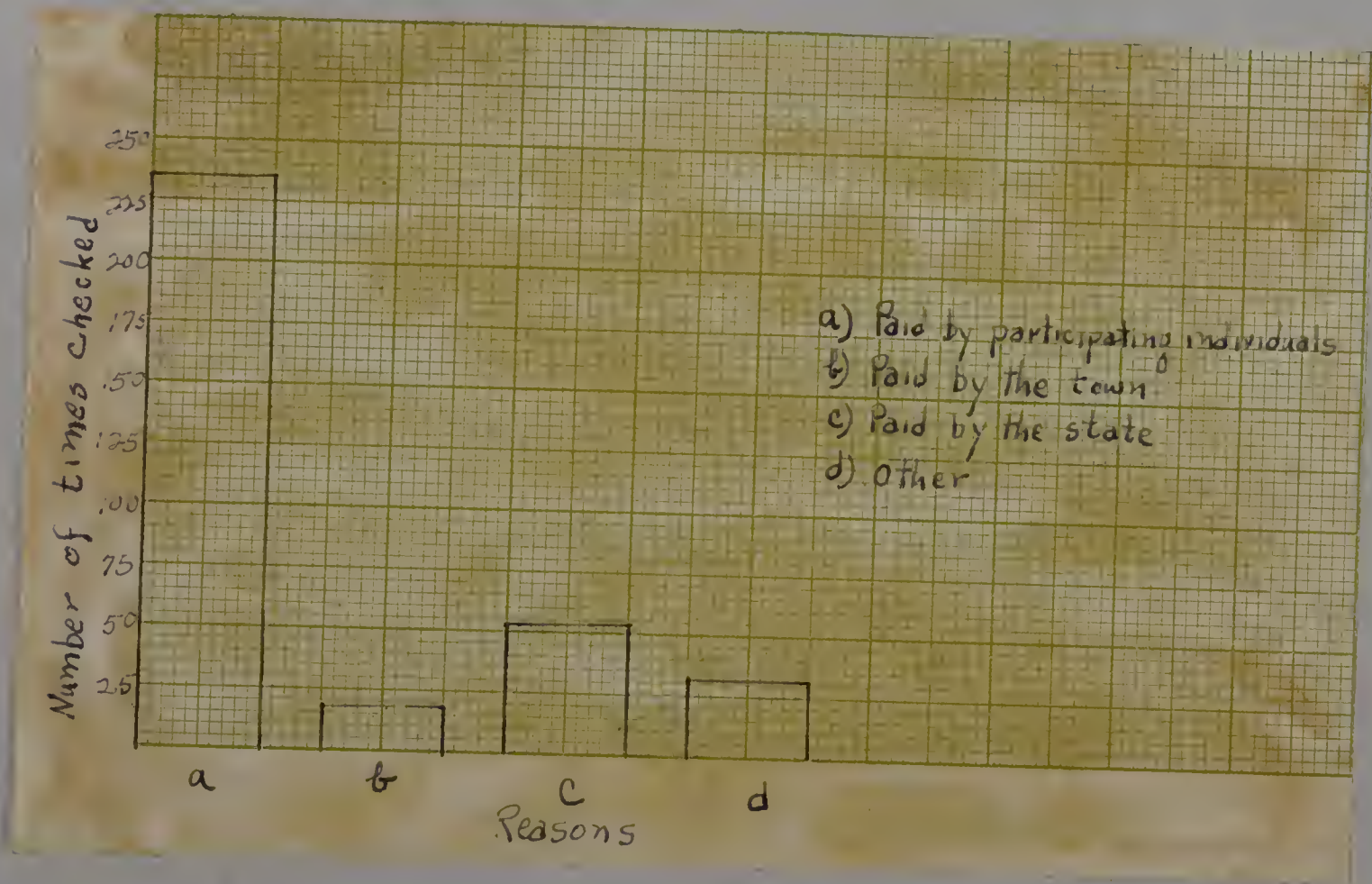
GRAPH NO. 5,

Time of Year

From GRAPH NO. 5 it may be determined that the Program is preferred in the following order:

- 1.--(b) Winter Months
- 2.--(a) Fall Months
- 3.--(d) Summer Months
- 4.--(c) Spring Months

Costs of Program--The author feels that GRAPH NO. 6, shown below, is nearly as important as TABLES I & II because it gives a very clear indication that the residents completing the questionnaire felt that the individual should pay the costs involved in an Adult Education Program.



GRAPH NO. 6

Costs

From GRAPH NO. 6 it can be determined that indications in regards to costs were as follows:

- 1.--(a) Individuals participating in the program should pay for it.
- 2.--(c) The state should finance it.
- 3.--(d) Other (usually a combination of a, b, & c)
- 4.--(b) The town should finance it.

Summary of Chapter--The questionnaire results showed that of the 407 questionnaires returned 353 favored additional education and 54 did not. The greatest amount of interest was indicated in the Major Fields of Arts & Crafts, Miscellaneous, Home Economics, Commercial, and Business Administration. The major reason for desiring additional education was for Individual Satisfaction. The program was desired during the Winter Months. The residents indicated a desire to pay the costs of the program if it were established. The Education Pattern indicated that 357 of the residents had completed the eighth grade or more. Finally TABLE II indicated 39 courses which the residents desired regardless of Major Area.

CHAPTER IV

RESULTS OF THE STUDY

CHAPTER IV

RESULTS OF THE STUDY

Conclusions and Values of the Study--First the survey gave the writer an opportunity to meet personally and make the acquaintance of many of the residents of Hollis whom he probably would not have met; secondly the survey also caused the author to become more cognizant of the physical, vocational, and cultural aspects of Hollis, New Hampshire. Thirdly, it gave the writer an excellent opportunity to determine what the general objectives and philosophies of the school system were for the town. Fourthly, the survey caused the author to do considerable reading and research work in connection with the study. The writer has had an interest in the field of Adult Education for sometime and with the aid of this survey he was able to gain a partial glimpse of the enormity of the problems involved in programs of Adult Education.

Conclusions--Since the study was a survey, any conclusions which are drawn must be tempered with the fact that what apparently was shown by the returns of the questionnaire may not necessarily be exactly what the person completing the questionnaire would do if the opportunity presented itself whereby he could enroll in the courses in which he has indicated interest. The results of the questionnaire enabled the author to draw the following conclusions.

- A. The survey showed a 58% return of the questionnaires.
- B. Of the questionnaires returned 223 were completed by women and 184 by men.
- C. Considerable interest was shown in five Major Areas of Adult Education, as classified by the author, namely:
 - 1. Arts and Crafts
 - 2. Miscellaneous
 - 3. Home Economics
 - 4. Commercial
 - 5. Business Administration
- D. At least one Specific Course was desired in each Major Area. TABLE II lists 39 courses which the author believes show promise of becoming a success if an Adult Education Program is established.
- E. The education pattern of the residents returning the questionnaires seemed to be fairly well balanced for a town the size of Hollis, New Hampshire.
- F. The main reason selected by the residents who desired additional education was for individual satisfaction.
- G. The questionnaire returns showed that the winter months was the time of year when most persons desired a program.
- H. Indications were that the individual should pay for his own additional education.
- I. The author feels that the results of this survey clearly indicate that there is a desire for an Adult Education Program by the persons returning the questionnaires.
- J. Finally, the writer feels that results of the courses indicated, see TABLE II, do not show any great need for a curriculum study of the Hollis School District. However, there seems to be an indication that more emphasis should be placed

upon the following: Music Appreciation and Great Books. Possible new courses might be Typing and Public Speaking.

Values of the Study--Some of the values derived from the survey are of a personal nature for the author. He has acquired the personal satisfaction of learning more about the town in which he resides. The study has allowed him to become better acquainted with the residents of Hollis and also has caused him to become more familiar with the town. It has aided him in acquiring a more complete view of the residents and township.

Other values of the study are as follows:

1. The question of Adult Education has been brought into a sharp focus in the minds of the townspeople by the study.
2. If an Adult Education Program is established in the community the results of the questionnaire returns should aid the leaders considerably in determining the courses which are desired by the residents.
3. The order in which the residents indicated the courses of their choosing should also prove of aid to the persons directing the program.
4. Finally, it seems that the greatest value that can be derived from the study is its usefulness as the first stage of developing an Adult Education Program for the residents of Hollis, New Hampshire.

APPENDICES

The Questionnaire

Bench Mark Study

Map--Central Part of Hollis

1950 Federal Census Report

Town Voting List

An Appraisal of the Hollis New Hampshire School System

APPENDIX A

THE QUESTIONNAIRE



Hollis, New Hampshire

Dear _____,

I am conducting a survey of the Town of Hollis in regards to the feasibility of the development of an Adult Education Program. This survey is to be used as partial fulfillment of a Master of Science degree at the University of Massachusetts, Amherst, Massachusetts.

Adult Education is a very broad field because of the wide variations of adult endeavor. Our individual needs and desires in this area may vary from professional improvement to the development of a hobby. However, I have the feeling that these Adult Educational needs and desires will group themselves into broad fields, and so have arranged a listing of subjects from which you may choose. I intend to consolidate the information from questionnaires similar to the following which I hope you will fill in and return, in the self-addressed envelope, at your earliest convenience.

Thank you for aiding me in this survey.

Yours truly,

Laurie L. Harris, Jr.
Laurie L. Harris, Jr.

*Approved
R. A. Kullback*

Questionnaire

Type of Education

1. Please check the total number of years that you have attended school.

1.()	7.()	Technical School ()	
2.()	8.()	Vocational School()	
3.()	9.()	Junior College 1.()	2.()
4.()	10.()	College 1.()	4.()
5.()	11.()	2.()	5.()
6.()	12.()	3.()	6.()

*Approved
R.A. Van Meter*

Field of Endeavor_____.

2. Type of present employment_____.

3. Do you think additional education would benefit you at this time? yes() no()

4. If your answer is yes, kindly check the following subject or subjects in which you might enroll if the classes were given at a convenient time and place with little cost to you.

a) Business Administration

- () 1. Accounting
- () 2. Business Management
- () 3. Home Management
- () 4. Farm Management
- () 5. Other_____
- () 6. Other_____
- () 7. Other_____

b) Photography and Allied Fields

- () 1. Amateur
- () 2. Commercial
- () 3. Home Films
- () 4. Audio Visual
- () 5. Other_____
- () 6. Other_____
- () 7. Other_____

c) Commercial

- () 1. Stenography
- () 2. Bookkeeping
- () 3. Income Tax
- () 4. Typing
- () 5. Budgeting
 - a) Personal accounts
 - b) Farm accounts
 - c) Housekeeping accounts
 - d) Other_____
- () 6. Other_____
- () 7. Other_____
- () 8. Other_____

d) Home Economics

- () 1. Home Meat Cutting
- () 2. Nutrition
- () 3. Meal Planning
- () 4. Sewing
- () 5. Dress Designing
- () 6. Fabric Study
- () 7. Cooking
- () 8. Canning
- () 9. Freezing (Home)
- () 10. Other_____
- () 11. Other_____
- () 12. Other_____

e) Engineering

- () 1. Hydraulics
- () 2. Electrical
 - a) House wiring
 - b) Rural installations
 - c) Other_____
- () 3. Aeronautics
- () 4. Metal
- () 5. Mechanics
- () 6. Mechanical Engineering
- () 7. Mechanical Drawing
- () 8. Other_____
- () 9. Other_____
- () 10. Other_____

f) Vocational Agriculture

- () 1. Soil Conservation
- () 2. Irrigation
- () 3. Tree Pruning
- () 4. Market Gardening
- () 5. Dairying
- () 6. Poultry
- () 7. Fair Judging
- () 8. Horse Care and Handling
- () 9. Tree Farming
- () 10. Other_____
- () 11. Other_____
- () 12. Other_____

g) Arts and Crafts

- ☐ 1. Basket Weaving
- ☐ 2. Rug Weaving & Textile Weaving
- ☐ 3. Braiding Rugs
- ☐ 4. Caning of Chairs
- ☐ 5. Leather Working
- ☐ 6. Metal Working
- ☐ 7. Hooking Rugs
- ☐ 8. Wood Working
- ☐ 9. Jewelry Making and Engraving
- ☐ 10. Decorative Painting
- ☐ 11. Upholstering
- ☐ 12. Pottery Making (Ceramics)
- ☐ 13. Antique Recognition
- ☐ 14. Coin Recognition
- ☐ 15. Refinishing and Restoring Furniture

h) English and Allied Fields

- ☐ 1. Current Events (discussions)
- ☐ 2. Great Books
- ☐ 3. Public Speaking
- ☐ 4. Drama
- ☐ 5. Foreign Languages
- ☐ 6. Debating
- ☐ 7. Other _____
- ☐ 8. Other _____
- ☐ 9. Other _____

i) Miscellaneous

- ☐ 1. Driver Education
- ☐ 2. Handling Firearms
- ☐ 3. Fly Tying and Rod Repairing
- ☐ 4. Skiing
- ☐ 5. Swimming
- ☐ 6. Landscaping
- ☐ 7. Floral Design

- ☐ 8. Rockgardenning
- ☐ 9. Child Training
- ☐ 10. Art Appreciation
- ☐ 11. Music Appreciation
- ☐ 12. Other _____
- ☐ 13. Other _____
- ☐ 14. Other _____

5. Reasons for desiring additional education (Kindly Check)

- ☐ a. Employment Advancement
- ☐ b. Professional Improvement
- ☐ c. Individual Satisfaction
- ☐ d. Hobby Development
- ☐ e. Other _____

6. Which time of the year would best suit you in attending such a program? (Kindly Check)

- ☐ a. Fall months
- ☐ b. Winter months
- ☐ c. Spring months
- ☐ d. Summer months

7. There will be costs involved if an Adult Education Program is established.

- a. Do you feel the individuals participating in the program should pay for it? yes ☐ no ☐
- b. Should the town finance it? yes ☐ no ☐
- c. Should the state finance it? yes ☐ no ☐
- d. Other _____

APPENDIX B

BENCH MARK STUDY

SOME FINDINGS FROM THE NEW ENGLAND BENCHMARK STUDY
TAKEN FROM THE SURVEY OF YOUNG PEOPLE
IN THE TOWN OF HOLLIS

TOTAL CENSUS OF YOUNG PEOPLE, 15-30 YEARS OF AGE, TAKEN IN APRIL 1951:

There were 158 young people between the ages of 15-30 in the town.
This was 13.2% of the total town population.

41 or around 26% of the young people were 15-17 years of age.

115 or about 74% of the young people were 18-30 years of age.

84 of these or about 53% were out of school and living at home; of this number, 30 were single and 54 were married.

Of the 84 young people, 17 were in the 18-21 year age group, 24 were in the 22-25 year age group; 43 were in the 26-30 year age group.

A random sample of 61 young people from the 84 in the 18-30 year age group who were out of school and at home were interviewed.

Following are some findings from the questionnaires used in the interviews:

LOCATION AND OCCUPATION:

32% live in the country but not on the farm; 46% live on farms.

57% of the men listed farming as their occupation; mill or factory was listed by a few.

83% of the women listed homemaking as their occupation; office work was the next most frequently listed occupation with 14%.

HOME SITUATION:

Slightly less than a fourth have lived in the town all their lives; equal proportion among the men and women.

Nearly half of the women have been in the town for 1-5 years.

Nearly one-half of the men have lived in the town for 10 or more years.

Almost two-thirds of the men live in the same town as their parents; less than half as many women.

49% of the women had use of a car anytime; 19% part of the time; while 32% did not have the use of a car.

MARITAL STATUS:

A little over three-fourths of the group were married.

Of these, 84% had children, average number of children was 2.

Most of those with children had at least one under 6 years of age.

EDUCATION:

10% had completed the 8th grade or less.

An equal number of women and men were in the 55% who had completed the 12th grade.

6% of those interviewed had 1-3 years of college and 15% indicated 4 or more years of college.

Nearly three-fourths of the group had some vocational training in high school.

Half had no special training after high school.

Special training after high school for the women was business training while the men received most of theirs in the service or in the veterans' training program.

(continued)

APPENDIX C

MAP--CENTRAL PART OF HOLLIS



Key

Schools
Play Areas
Public Buildings

APPENDIX D

1950 FEDERAL CENSUS REPORT

POPULATION OF HOLLIS TOWN,

HILLSBOROUGH COUNTY, NEW HAMPSHIRE,

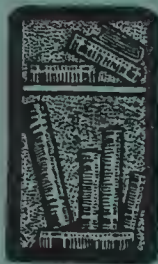
by Broad Age Groups: April 1, 1950

AGE GROUPS	Number	
	Male	Female
0-4	71	58
5-14	102	109
15-20	38	37
21-24	18	29
25-34	87	83
35-44	84	87
45-54	84	75
55-64	53	49
65+	63	69
<hr/>		
Total	1196	596

APPENDIX E

TOWN VOTING LIST

AN APPRAISAL
of
THE HOLLIS NEW HAMPSHIRE
SCHOOL SYSTEM



The judgment of 142 pupils who have
completed at least 8 grades
1927 to 1948

INTRODUCTION

At the March 1948 meeting of the Hollis School District it was voted: "That the moderator appoint a committee of 3 within 5 days to make a survey of those who have completed the 8th grade since 1930 and who have left our schools (graduates and non-graduates), to determine how well their education has met their needs; and to ask the assistance of the Commissioner of Education in making this survey. That the committee is instructed to make its report to the District not later than Oct. 15, 1948, and that the sum of \$150 is to be raised and appropriated to defray the expenses of the committee."

The Moderator appointed Helen W. Bell, Arthur G. Davis and Ruth E. Wheeler who met and organized with Mr. Davis as chairman and Mrs. Wheeler as Secretary.

Dr. Edgar Fuller, Commissioner of Education, appointed Mr. C. Newton Heath, State Vocational Guidance Director to work with the committee, in preparing a questionnaire, letters etc., and to analyze and summarize the replies. This fall, Mr. Earl Little, from the State Board of Education's Office was appointed to complete Mr. Heath's task because Mr. Heath had resigned and no successor appointed to take his place.

The importance of having as many facts as possible in making any decision as to the future enlargement or consolidation of Hollis Schools is shown by:

1. The lack of data as to how well the former students of the schools feel that their education has met their needs for further education, for useful living and to earn a living.
2. The fact that our present school facilities have cost the District \$361,759 in the past 20 years, an average of \$103.36 per pupil per year. This means that a High School graduate has received an education which cost the taxpayers of Hollis \$1240. Have such costs been worth while to those who have received them and if not, why not? The committee has sought for the answers.

The committee decided to question all those who completed the 8th grade since 1927, thus covering a 20 year period, and reaching many who have had a few years in which to get adjusted, to realize mistakes which they may have made, and to become interested in the education which their own children are to receive.

An examination of school registers showed that 304 had completed the 8th grade in this period.

A search for mailing addresses made it possible to mail letters of request for assistance, and also the questionnaires to 256 of the 304 who had completed the 8th grade. None were mailed to those still enrolled in High School.

Replies were received from 142, local residents returned 87 and 55 came from those who have left town. Those who have been out of school 10 years or more returned 57 and 85 who replied have been out less than 10 years. High School graduates returned 110 and practically everyone whom we know to have taken further education, gave us the benefit of his or her experience.

To all who have assisted in this survey we offer our sincere appreciation. You alone have made this possible.

October 1, 1948

ARTHUR G. DAVIS, Chairman
RUTH E. WHEELER, Secretary
HELEN W. BELL



**NEW HAMPSHIRE
STATE BOARD OF EDUCATION
CONCORD**

F O R E W O R D

The report of the committee of three, appointed at the March, 1948, meeting of the Hollis School District, deserves the careful reading and study of all of the citizens of Hollis. The document reveals many important facts about the school and opinions of former members of the Hollis High School and graduates of Grade VIII.

This investigation should stimulate several improvements in the work of the school,—improvements which in many instances should be made with only a small expenditure of funds.

To the Committee is due the grateful appreciation of the citizens of Hollis for effective execution of its responsibilities.

WALTER M. MAY

Deputy Commissioner of Education

PURPOSES OF FOLLOW-UP OF SCHOOL-LEAVERS HOLLIS, NEW HAMPSHIRE

1. An appraisal of the Hollis school system by evaluating the effectiveness of the school curriculum in the light of the experiences of those completing at least eight grades since 1927; by determining how well it prepared them:
 - A. For useful living
 - B. To earn a living
2. To find how we compare with the state and nation in percentage of those who continue their formal education—
 - A. Beyond legal requirements
 - B. Beyond high school
3. To evaluate the success of Hollis graduates in colleges, compared with graduates from larger schools.
4. To determine why our students leave school before graduation.
5. To find whether the percentage who graduate from high school is increasing or decreasing.
6. To determine whether curricula changes are felt to be needed.
7. To ascertain the need for vocational courses such as:
 - A. Agriculture
 - B. Home Economics
 - C. Trades and Industry
 - D. Commercial Courses



1. AN APPRAISAL OF THE HOLLIS SCHOOL SYSTEM
by evaluating the effectiveness of the school curriculum by determining how well it prepared the pupils:

A. FOR USEFUL LIVING

From the 142 replies we find

77 are employed full time

35 are managing their own homes

26 are in high institutions of learning

8 are in the Armed Forces

That initiative and resourcefulness were developed is shown by the fact that only 6 used public or private employment agencies to find a job.

The following list of PRESENT OCCUPATIONS we believe shows that our young people are doing well and contributing some-things worth while to their respective communities.

1 Accountant	1 Food Checker in Hotel
1 Auto Assembly Worker	1 Auto Mechanic Foreman
3 Beauty Shop Operator	1 International Business Machine Operator
2 Auto Mechanic	1 Insurance Agent
1 Auto Machinist	1 Insurance Policy Sales Clerk
1 Aircraft Mechanic & Partner H&H Airways	1 Inspector Gummed Paper & Rewind Coils
1 Aircraft Ground & Flight Instructor	1 Machine Operator in River Plant
1 Bookkeeper	2 Machinist
1 Buffer in Tannery	35 Home Makers
1 Bus Driver	2 Nursing
1 Cabinet & Furniture Refinisher	3 Packing Apples
1 Chemist	1 Painting & Papering
5 Clerk	1 Physiotheraphy
1 Card Stripper & Tender in Mill	1 Polishing Lenses
1 Chrome Plater	1 Repair & Building of all kinds
1 Retail Milk	1 Auto Service Station Operator
1 Department of State	8 Secretary
1 Director of Religious Education	8 In Armed Services of U. S. A.
2 Electricians	3 Teacher
1 Civil Engineer	2 Telephone Equipment Installer
10 Farming	1 Textron—Battery Hand
1 Fireman	3 Tractor Driver
1 Salesman	1 Waitress
1 Information Clerk for Railroad	

STUDENTS OUTSIDE OF HOLLIS

1 Columbia University	6 Nursing
1 H&H Airways—flying course	1 Nashua Area Vocational School
1 Keene Teachers College	1 Plymouth Teachers College
2 Lawrence Academy	1 Rensselaer Polytechnic Institute
1 Manchester Institute of Arts & Sciences	1 University of Michigan
1 Tufts Medical College	8 University of New Hampshire

To the Question, "What subjects that you took in Hollis High School helped you most IN YOUR DAILY LIVING".

52 said English
 18 " Mathematics
 16 " Home Economics
 11 " History
 9 " Agriculture
 8 " Home Nursing
 8 " Sociology
 4 " Junior Business
 4 " Economics
 24 " seventeen other subjects

"Literature, the classics and conversational French I use often."

To the Question, "What Activities in High School helped you most"?

59 said Sports
 28 " Dramatics
 9 " Music
 5 " Public Speaking
 4 " Editing the School Paper
 3 " Social Life & Cooperation from Teachers
 3 " All
 2 " 4 H Clubs

To the Question, "Do you feel that the school should have given you better preparation for intelligent citizenship"?

60 said NO

44 said YES

Of these 44, the subjects suggested for better preparation were:

3 Civics	3 Parliamentary Law
3 Citizenship	1 Political Science
1 Commercial	1 Language
1 Counselling Guidance	1 Public Speaking
1 Economics	1 Sociology
9 World Problems	1 Trades & Industry
2 How to get along with People	

To the Question, "In what ways did the school help you more to earn a living?"

- 40 said they needed more specific guidance for social living.
- 42 took the Agricultural Course for 1 to 4 years
- 13 have operated a farm and say the Agricultural training helped
- 32 have worked on farms and 29 said Agricultural training helped
- 9 do not believe they will ever use it
- 32 said their "Projects" were a financial success
- 7 said their "Projects" were not a financial success
- 6 have engaged in other types of Agriculture, such as buying or selling—and believe their Agricultural Education helped.
- 48 took the Home Economics Course for 1 to 4 years
- 44 said it was worth while
- 20 said their knowledge of Clothing & Textiles had helped
- 22 said their knowledge of Foods & Nutrition had helped
- 14 said their knowledge of Home Management had helped
- 14 said their knowledge of Family Relationships had helped
- 10 said their knowledge of Child Care had helped

To the Question, "In what ways could school have helped you more TO EARN A LIVING"?

- 65 said more specific training for a job
- 60 said more specific guidance for future education
- 9 said more material on how to get a job

To the Question, "Through what source did you learn of the opening that led to your present job"?

- 28 said member of family, friend or relative
- 21 " personal application while looking for a job
- 13 " school authorities beyond High School
- 6 " public or private agencies
- 23 " other sources—such as, "made my own"

To the Question, "What subjects or kinds of education WHICH YOU DID NOT HAVE do you think would have helped you in your Occupational Life"?

- 57 said Typewriting, Filing, Stenography, or Commercial
- 17 " Home Economics
- 16 " Machine or Wood Shop
- 7 " Trades and Industry

- 6 " Languages
- 5 " Public Speaking
- 4 " Mathematics
- 4 " World Problems

To the Question, "What subjects that you took in High School have helped most in your Occupational Life"?

- | | |
|---------------------|--------------------------|
| 34 said Mathematics | 10 said Agriculture |
| 21 " English | 7 " Junior Business |
| 12 " Physics | 5 " Science |
| 12 " Chemistry | 19 " nine other subjects |

To the Question, "When did you decide definitely on your occupation"?

- 34 said since leaving High School
- 24 " while in High School
- 19 " while on present job
- 11 " before entering High School
- 19 " still undecided
- 6 gave other explanations

To the Question, "With whom did you talk in High School who helped you with your occupational problems"?

- 51 said no one
- 24 " teachers
- 1 " school nurse
- 1 " Keene Teachers' College Representative

To the Question, "What person or influence helped you most in your occupational plans"?

- 39 said parents, relatives or adult friends of the family
- 38 " no one
- 20 " a school since leaving High School
- 11 " workers on the job that I was interested in
- 7 " public school officials

2. TO FIND HOW WE COMPARE WITH THE STATE AND NATION IN PERCENTAGES OF THOSE WHO CONTINUE THEIR FORMAL EDUCATION

A. Beyond Legal Requirements

From the School Registers we find that
 304 completed the 8th grade in Hollis, and
 282 of the above entered our High School

182 of the above graduated from Hollis High School
 From the Lay-Professional Council Report, published July 1947, sponsored by the Commissioner of Education, we find on page 14, "What Happens to 100 pupils who complete the 8th grade in New Hampshire Schools".

100 complete the 8th grade

90 enter High School

54 graduate from High School

On this basis our Hollis School record would be

100 complete the 8th grade

94 enter High School

61 graduate from Hollis High School

B. Beyond High School

From School Records, the questionnaires and personal inquiries, we find that 97 out of the 182 who graduated from Hollis High School have continued their education as follows:

10 for 1 to 6 months

7 for 24 to 30 months

36 for 6 to 12 months

12 for 30 to 36 months

7 for 12 to 18 months

9 for 36 to 48 months

11 for 18 to 24 months

5 for over 4 years

On the State basis of 100 who completed the 8th grade we find:

32 Hollis students continued their education beyond Hollis High School graduation

13 is the State Average who continued their education beyond High School graduation

Some influence must be working overtime in Hollis, to instill the desire for further education in our young people.

3. HOW WELL ARE OUR HOLLIS GRADUATES PREPARED FOR COLLEGE as COMPARED with GRADUATES from LARGER HIGH SCHOOLS?

From figures obtained from our State University comparing grades made in the first semester of their freshman year, by all of our graduates (who have attended in the 20 year period) and by graduates from three of the largest High Schools in the State we find:

Hollis graduates averaged a grade of 76.1

3 Large Schools averaged a grade of 73.9

Subjects	Hollis High School	Larger School Grades
English	75.2	75.4
Mathematics	73.7	71.3
History	78.3	74.1
Science	77.9	75.5
Language	71.0	77.6

We know that only 2 of our graduates have been asked to leave the University for scholastic difficulties.

Also a study made by the State Department of Education in 1938 and 1939 of all graduates (over 1400) of approved New Hampshire High Schools, who completed a year in over 100 different Colleges and Normal Schools, showed Hollis graduates averaged as good grades as they had made in Hollis High School, while the State average fell 25% below their High School grades.

To the Question, "If you took, or are now taking further education beyond Hollis High School, do you feel you were as well prepared as your associates from larger schools"?

53 said "as well prepared or better"

36 " "not so well prepared"

Apparently a minority of our graduates have an inferiority complex not justified by the records.

Furthermore they have attended and done credible work at the following institutions:

- 22 in Business College
- 1 " International Correspondence School
- 1 " Chandler Secretarial School
- 1 " Bentley School of Accounting
- 1 " Business Correspondence Course
- 2 " Commercial Courses in High School
- 2 Manchester High School
- 4 Nashua High School
- 2 Lawrence Academy
- 1 Manchester Institute of Arts and Sciences
- 1 Holderness Preparatory School
- 3 Beauty Academy
- 7 Junior College
- 26 University of New Hampshire
- 2 Short courses at University of New Hampshire
- 1 University of Chicago
- 1 University of Massachusetts
- 1 University of Michigan
- 1 Columbia University
- 1 New York University
- 5 Boston University
- 10 School of Nursing
- 1 Tufts Medical School
- 1 Neuro Psychiatric Institute
- 1 School of Laboratory Technology at N. E. Hospital
- 1 Army Medical Center—Walter Reed Hospital
- 1 Sargent School of Physical Education

- 6 Keene Teachers College
- 1 Plymouth Teachers College
- 1 Leland Powers—Radio & Theatre
- 1 Jordan Conservatory of Music
- 2 College of Emporia—Kansas
- 1 Central State College—Oklahoma
- 1 Carnegie Institute of Technology—Pittsburg, Penn.
- 1 Indiana Technology
- 1 Radcliffe
- 1 Roanoke College
- 1 Rensselaer Polytechnic Institute
- 1 Curtiss Wright Technology Institute
- 1 Institute of Industrial Training (Electric Welding)
- 1 Chicago School of Aircraft Institute
- 1 Sperry Gyro School—Los Angeles, California
- 1 Wentworth Institute
- 1 Radio School
- 1 Schauffler School of Religious Education

4. WHY DO OUR STUDENTS LEAVE SCHOOL BEFORE GRADUATION?

282 entered Hollis High School
 182 graduated from Hollis High School

100 left before graduation or are still in school
 REASONS FOUND: for not graduating

25 families left town
 4 married
 3 died
 3 poor health
 7 to join the Armed Forces
 27 scholastic or other reasons

69 left
 31 still in school

100 Total

5. IS THE PERCENTAGE WHO GRADUATE FROM HIGH SCHOOL INCREASING OR DECREASING?

74. %	Graduated in the first 5 years	1931—1935
68.5%	Graduated in the second 5 years	1936—1940
60. %	Graduated in the third 5 years	1941—1945 War Years
71. %	Graduated in the last 3 years	1946—1948

6. ARE CURRICULA CHANGES FELT TO BE NEEDED, IF SO, WHAT SUBJECTS SHOULD YOU HAVE HAD WHICH YOU DID NOT RECEIVE?

57 said we needed some type of Commercial Work
17 said we needed some type of Home Economics
16 said we needed some type of Machine & Wood Shop
6 said we needed some type of Languages
4 said we needed some type of Mathematics
5 said we needed some type of Public Speaking
7 said we needed some type of Trades & Industrial Training
4 said we needed some type of Discussion of World Problems

IF YOU TOOK OR ARE NOW TAKING FURTHER EDUCATION BEYOND HIGH SCHOOL DID YOU FIND THAT YOU NEEDED SUBJECTS NOT TAUGHT IN HOLLIS HIGH?

72 said, "Yes"

26 said, "No"

Subjects Needed:

31 said Commercial (mostly typewriting)	2 said Solid Geometry
9 said Manual Arts	3 said Mechanics
8 said Languages	2 said Art

7. DO YOU FEEL THERE IS NEED FOR COURSES IN:

Trades & Industry—	74 said "Yes" —	12 said "No"
Commercial Work—	95 said "Yes" —	1 said "No"
Agriculture—	68 said "Yes" —	12 said "No"

WHAT CONSTRUCTIVE CRITICISM ARE YOU WILLING TO OFFER REGARDING THE KIND OF INSTRUCTION WHICH YOU RECEIVED AT HOLLIS HIGH SCHOOL?

THESE ARE DIRECT QUOTES:

"I feel Hollis High School has done remarkably well in its educational program and with a few minor changes can compete with larger schools."

"After observing a large number of graduates of large city high schools I feel Hollis High has been instrumental in making good citizens of its students who follow legitimate and honest pursuits of livelihood."

"Instruction is of high caliber."

"There is no choice except Agriculture and Language."

"Instruction was good. Low marks were my fault."

"Good job for a small town with limited funds and equipment."

"I was well prepared for my college."

"No criticism, good preparation and most anyone could have gotten all information needed from this school."

"I think intelligent citizenship is a result of participation in school and community life. In this respect Hollis High School offered more than average opportunity. The fact that the group was small made many of the courses and activities more meaningful than they could have been in a larger group. My difficulties are the result of the fact that I'm interested in Arts and Crafts and along this line Hollis didn't have much to offer."

"I think that a consolidation of schools would be a wonderful thing. A larger school can offer so many more things to a student. A child growing up in Hollis school is kept to just one line of thought, he is walled in, so to speak. By broadening the opportunities for students many new interests can be acquired. I admit that I could have gained more had I been interested, but the interest was not instilled in me by my teachers."

"I found that a lot of the subjects have prepared me better than the same subjects have prepared other pupils from bigger schools, due to more time and concentration per pupil."

"So far as I can recall no attempt was made to relate courses to each other. Never given reading assignments outside of text books. No teacher ever asked 'why,' to encourage critical reasoning. Never given enough work to do. (In 4 years never took a book home to study.) When we finished a course ALL we knew was what one textbook contained."

"Activities which draw the students together, abolishing class distinction, giving them a broader outlook on everyday problems, teaching them to have a willingness to work and improve themselves and their school."

"At the time, I did not think I was getting especially good instruction but after sitting in college classes a few weeks, I soon lost my inferiority complex when I discovered I knew as much as the others. I had quite a lot of trouble at first learning to use the library for reference work. I don't think we had enough of that sort of thing at that time."

"Excellent teaching!—Wonderful foundation and perfect follow through all subjects taught me. No courses offered with which to enter the business world. There is a great need for students with knowledge of office work of all kinds. Business machines should be taught in Hollis Schools and this knowledge can be used by all even if not going into the business world."

"I should like to reiterate my schooling at Hollis High was excellent and I have come to realize this more and more. Any graduate can stand on an equal par with any other High School graduate I have met."

TEACHERS

Often had to teach too many subjects—and unfamiliar subjects.

“Good cooperation from teachers”—“Lack of interest of certain teachers.”

“Individual help the teachers gave put Hollis High School ahead of other schools.”

“Teachers that work together help the general morale of the students.”

DISCIPLINE

Not strict enough on home work — insufficient work (Not pushed to capacity.) Poor discipline.

SUGGESTIONS WHICH MIGHT HELP THE SCHOOL TO BE OF GREATER SERVICE

BOOKS:

Have up-to-date texts.

Revise the State Course of Study and have all schools use the same.

COURSES:

More emphasis on Mathematics.

More language, especially English.

Course in Art.

Business courses started.

Good citizenship courses.

Human Relations — National and International.

Physical Education Program.

“I would suggest a broader Physical Education Program.

This program should be set up to help boys and girls to correct physical handicaps, and poor physical habits and to develop muscular coordination.”

Public Speaking.

Mechanical Training.

TEACHERS:

Improve study habits — teach How To Study

“I think the type of instruction is more important than the subjects taught—many of us didn’t realize ’till too late the importance of getting everything we could out of school. I didn’t learn to study until after I went to college, partly I think because the High School work was too easy.”

Improve discipline.

“Give rigid examinations at the end of each course to stimulate greater efforts.”

“Give Post Graduate Courses for subjects found to be needed.”

“Expert instruction in first 2 grades and the children will carry on O. K. Parent Teachers Association would emphasize the importance of educational cooperation between parents and teachers.”

"In my opinion a person entering college needs only a knowledge of HOW TO STUDY, but I think that the fundamental subjects, English and Mathematics, are vital because they are taken for granted. Also Typewriting and Shorthand are excellent aids to organization of study. I feel I am better prepared than most students from larger schools because of the spirit of cooperation necessarily prevalent in a small school. It results in learning to understand people as well as developing varied interests. I wouldn't swap my four years in Hollis High School for four years in any school in the nation."

"What the small town school lacks in specific subjects as the result of limited staff or equipment, is far over-balanced by the interest of the whole town and the sense of being a part of the organization. I sincerely hope that a new school can be built in Hollis for Hollis students."

"A good school library available to all at all times would be of great value if supervised to help in selection of reading matter."

NEEDS:

Library and Library Instruction

Vocational Guidance & Tests — Aptitude Tests

Music & Art

More field trips

"The personal attention and interest offered by teachers in our small schools are of great value in planning for the future. More individual required conferences with each teacher would be a help to the student."

CONCLUSIONS

1. Our school system has done a satisfactory job in preparing our boys and girls for useful citizenship but has not given training for immediate jobs to many who need employment in offices, stores and factories.

2. In every 100 pupils who complete the 8th grade, four more Hollis pupils enter High School than the average for the State, and seven more graduate in Hollis. 32% of Hollis students completing the 8th grade have received more than High School education, as compared to 13% for the State.

3. Our High School has given a better preparation for college than is given in larger schools with more facilities and where larger salaries might be expected to furnish better teachers.

4. A very small percent leaves High School except for reasons beyond the control of school authorities. "Lack of interest" is a minor reason. "Moved out of town" and "poor scholarship" are the principal reasons.

5. The percentage who complete the High School has changed very little during this period except during the war years when our boys were leaving to join the armed services.

6. A large number ask for courses in typewriting, more languages, and mathematics as an aid to further education, for training in public speaking and in "getting along with people" for their daily living, and for more shop and mechanical training to develop saleable skills.

7. Ninety-five said "teach commercial work," sixty-eight said "teach agriculture," and seventy-four said "give trades and industrial training."

With the above conclusions in mind, we should remember that ninety-seven out of one hundred and ten Hollis graduates went on for higher education which required a good, solid training in English, Mathematics, Science, etc. Nearly half who took this higher education said they did not purposely take a course in High School to prepare for it, and only twenty-five percent planned on it before entering High School. Therefore capable and adequate guidance for further education and for jobs is an essential, so that vocational subjects will not be studied by those who can and should get college preparation.

APPENDIX F

AN APPRAISAL OF THE HOLLIS NEW HAMPSHIRE SCHOOL SYSTEM

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Approved by:

(Problem Committee)

Date _____

